

Guidelines for Unit Assessment System Document

STANDARD 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element 1: ASSESSMENT SYSTEM

The narrative shall include:

- a. Names of stakeholders and their affiliation(s)
- b. The structure for stakeholders' involvement
- c. A description of stakeholders' continued involvement in monitoring and modifying the UAS
- d. A description of how and where the conceptual framework incorporates the INTASC principles and the DPS standards
- e. A description of how and where the INTASC principles and the DPS standards are incorporated into the program(s)
- f. A description of the mechanism(s) used by the unit to assure that all DPS standards are included in all program(s)
- g. A delineation of how the program assures that candidates have met the DPS standards
- h. A description of how evaluations of individual candidates and resulting formative or summative decisions are recorded
- i. A description of how candidates are provided ongoing feedback regarding their progress
- j. A description of how the multiple performance assessments of an individual are aggregated to make a final summative decision regarding candidacy
- k. Evidence of the consistency of judgments (measures of reliability and inter-rater agreement) resulting from the use of the summative decision point rubrics
- l. Evidence of the validity of decisions resulting from the use of the summative decision point rubrics

What evidence will the Board of Examiners (BOE) find during the next visit?

Element 2: DATA COLLECTION, ANALYSIS, AND EVALUATION

The narrative shall include:

- a. A description of the multiple forms of performance assessment that comprise the UAS
- b. A delineation of points in the program at which formative and summative decisions are made, the processes through which decisions are made, and the kinds of information used in those decisions
- c. A description of the rubrics used to judge teacher candidates performance at each summative decision point
- d. A description of how raters are trained in the use of rubrics for summative decision point

- e. Evidence that the summative decision point performance assessments provide qualitative discriminations among (and within) candidate performances
- f. A delineation of the percent (proportion) of candidates who passed, passed with remediation, failed each standard at each summative decision point
- g. A description of procedures to assure that all DPS standards have been appropriately, adequately, and cumulatively assessed across the multiple assessment points
- h. A delineation of the percent (proportion) of the candidates who successfully completed the State required licensing exams
- i. A delineation of the percent (proportion) of the candidates who entered and successfully completed an induction program in two years
- j. An identification of the person in charge of overseeing the UAS
- k. A description of the implementation of the UAS
- l. A description of procedures for data management including its collection, recording, storage, and retrieval
- m. A delineation of how data are secured and confidentiality maintained along with a clarification of who has access
- n. A description of the role of the UAS overseer in relation to monitoring, reviewing, and revision conceptual framework(s), program(s), and curricula
- o. A description of how UAS management links to the wider, institutional assessment plans

What evidence will the Board of Examiners (BOE) find during the next visit?

Element 3: USE OF DATA FOR PROGRAM IMPROVEMENT

The narrative shall include:

- a. A description of how candidates are informed of the INTASC principles and DPS standards they are expected to achieve during the course of the teacher education program within which they are enrolled
- b. A description (or flow chart) and time line showing how data from candidate assessments are reviewed systematically
- c. Descriptions of how aggregated individual candidate assessments are used to evaluate the quality of courses and the curricula
- d. Evidence that data collected on candidate performances and evaluative assessments gathered from candidates are used to make decisions on curriculum and program practices
- e. Examples of changes in the program, including general education, professional education, and field work, that resulted directly from analyses of candidate performances and evaluative assessments
- f. A timeline for reviewing the UAS and the curricula
- g. A description of how stakeholder input is assured
- h. A description of information to be used for the review
- i. A description of criteria used for decisions about effectiveness of the UAS and the need for revisions

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